

BOOK NOTES

The high school; a study of origins and tendencies. By FRANK WEBSTER SMITH. New York, Sturgis and Walton, 1916. 458 p.

This is a contribution of unusual merit to a topic already very hard-worked, and the author has rather wisely based a good deal of his data upon the general psychology of adolescence. He begins by studying secondary education in primitive times, going back to Homer and Hesiod and coming down to Plato, Quintilian, Jesus, the early Christian centuries, the university period, then the new secondary school, the renaissance, the development in the eighteenth and nineteenth century in the United States, a review of evolution from different standpoints, the twentieth century, programs of study and curricula, principles and methods, organization, equipment and administration. The author gives us a graphic survey. It is a work of originality and independence, and gives us for the first time a genetic approach and point of view. It is impossible in the limits at our disposal to do justice to a work which should mark an epoch in the discussion of the subject.

The science and art of salesmanship. By SIMON ROBERT HOOVER. New York, Macmillan Co., 1916. 193 p.

Everyone has something to sell, and ability to market his commodity or services often determines the measure of his success. In preparing his book, the author tells us his objects have been as follows: to discuss the topic for those who are beginning as well as for those who have had some experience; to help young people test themselves as to what kind of selling they are most likely to succeed in; to give illustrations from various fields and to present material in good English; to diminish the time the department stores have to give to training graduates of secondary schools for their work; and to suggest to people of all classes, whether their contribution to science be in the form of a commodity or service, the principles which will enable them to secure the most favorable hearing. The chief chapter headings are as follows: What is salesmanship? the salesman; the salesman's preparation; the customer; the process of the sale; the demonstration; closing the sale; finding and correcting mistakes; relations between department managers and salesmen; suggestions from a selling letter; department store instructions; the salesman's rewards.

The general value of visual sense training in children. By CHANG PING WANG. Baltimore, Warwick and York, 1916. 85 p.

There are two types of disciplinists, the old who think that mental powers developed by the training of one function will benefit equally all others, so that any kind of study will prepare for life if it is well done; and the type that thinks specific training should be for a specific function, although other qualities applicable in other fields are also developed. The latter hold that there should be different lines of study for the development of different faculties, such as arithmetic, accuracy; Latin, analysis; sense studies, observation, etc. Although the former type of educator is declining and the latter holds the field, Mr. Wang believes that a new survey in view of new light and especially new experimental methods will lead us to certain sure results.

The study of the behavior of an individual child. By JOHN T. McMANIS. Baltimore, Warwick and York, 1916. 54 p.

This is a syllabus for a child-study class on the theory that it is better to study individual cases than the child as a type or children in general. Hence after treating method, etc., the physical condition of the child is considered under ten different headings, with a bibliography. In subsequent sections, home conditions, plays and games, instinctive activities, outside interests and acts, school life, men of character and disposition, learning process, language, drawing, movements and motor activity, moral traits, the exceptional child, are treated in the same way.

The belief in God and immortality; a psychological, anthropological and statistical study. By JAMES H. LEUBA. Boston, Sherman, French & Co., 1916. 340 p.

The author has taken a comprehensive census of people of all grades of intelligence, from college on to the double-starred men in Cattell's "Men of Science," as to their belief in God and in immortality, and he finds a steady decline as he comes up the grades in both beliefs. This was a bold undertaking, and the author faces it in a courageous way. So carefully guarded was the author's method that the results which he used must give us pause. The author, although an ardent religionist, is not appalled or dismayed, but believes that the psychokinetic equivalents of these beliefs will forever stand. The current orthodox interpretation of the instincts that have through the ages made these two great affirmations may be deciduous, but it is now a duty to give these instincts a more adequate interpretation.

Nichiren, the Buddhist prophet. By MASAHARU ANESAKI. Cambridge, Harvard University Press, 1916. 160 p.

Attention has lately been drawn to original religious experiences emphasizing the psychological point of view and disregarding dogma, and here the study of strong personalities has a place. Nichiren, we are told, was the chief prophet of Japan, a unique figure in the history of Buddhism, born in 1222. This work gives his own history, his studies, conversion, public appearance, persecution, narrow escape, sentence of death, his rescue, and finally an exposition of his doctrines and his death.

The mentality of the criminal woman. By JEAN WEIDENSALL. Baltimore, Warwick and York, 1916. 332 p.

This interesting monograph represents the results of an extensive investigation in which the responses of a group of women at the Bedford Hills Reformatory in New York are compared, step by step, with responses to the same mental tests gathered by Dr. Woolley and Mrs. Fischer of the Bureau of Vocational Guidance at Cincinnati. It certainly does bring out in rather a striking way the differences, though not without some similarities, between criminal and normal women.

The ultimate belief. By A. CLUTTON-BROCK. New York, E. P. Dutton (c. 1916). 132 p.

This little book was meant for teachers and states certain beliefs about the nature of man and the universe which children should be taught so that their minds may be protected against sophistries, old and new, although as the work proceeded the author found he was

largely clearing up his own mind. The chapters set forth the need of a philosophy for all, the theory of the spirit, mental, intellectual and aesthetic activity.

The rhythm of prose; an experimental investigation of individual difference in the sense of rhythm. By WILLIAM MORRISON PATTERSON. New York, Columbia University Press, 1916. 193 p.

This work attempts to define what is prose and what is verse. The chapters, after the introduction, are 1. The new standard; 2. Historical survey; 3. The sense of swing; 4. Rhythmic tunes; 5. Vers libre; and finally, general conclusions, with appendices on description of apparatus, experimental procedure and data. It is in some sense a defense against the charge that compared with the music sense of savages we have lost the sense of rhythm.

A history of English literature for students. By ROBERT HUNTINGTON FLETCHER. Boston, Richard G. Badger (c. 1916). 387 p.

This is a general manual designed for students in universities and colleges and others beyond the high school age. The history of literature is outlined with regard to national life, and also to give an appreciative interpretation of the work of the most notable authors. The writer is a teacher of long experience and his book was evolved because he did not find what he wanted in the current literature upon the subject.

Additional publications of the Survey Committee of the Cleveland Foundation, Cleveland, Ohio:

Wage earning and education. By R. R. LUTZ. 1916. 208 p.

School organization and administration. By LEONARD P. AYRES. 1916. 135 p.

The garment trades. By EDNA BRYNER. 1916. 153 p.

Household arts and school lunches. By ALICE C. BOUGHTON. 1916. 170 p.

Dressmaking and millinery. By EDNA BRYNER. 1916. 133 p.

The public library and the public schools. By LEONARD P. AYRES and ADELE MCKINNIE. 1916. 93 p.

The Cleveland survey (summary volume). By LEONARD P. AYRES. 1917. 363 p.

These volumes of the Survey, like those that have preceded, distinctly enhance the impression of both the elaborateness and the advanced status of educational work in Cleveland, which from some points of view is the banner city of education in this country. The only remark to be made is that some of these departmental publications come so long after the survey was made that in some of the newest fields work elsewhere has gone ahead of what is reported here, as indeed very likely it may have done to-day in Cleveland itself.

The psychology of drawing; with special reference to laboratory teaching. By FRED CARLETON AYER. Baltimore, Warwick and York, 1916. 186 p.

This work is a study of drawing as a device in laboratory teaching, and includes a survey of existing literature upon the subject, a characterization of the chief contributions to it, etc. After defining the scope of the problem, the author proceeds to the literature, and third, to experiments and conclusions.

The experimental determination of mental discipline in school studies.

By HAROLD ORDWAY RUGG. Baltimore, Warwick and York, 1916. 132 p.

The point of this book is that it presents in compact, tabular form a summary of all the experimental work done upon formal discipline to date, and gives the results of the author's own investigation, conspicuous because it deals with so many subjects (Illinois students), and because it measures the effect upon mental efficiency produced by a course of instruction under ordinary conditions.

The doctrine of formal discipline in the light of experimental investigation.

By NELLIE P. HEWINS. Baltimore, Warwick and York, 1916. 120 p.

One chief problem of educational psychology is the mental endowment and original nature of man, the nature of the learning process and the nature of training. This work is largely devoted to the latter. The work in this book is not unlike that presented in the volume by Dr. Rugg above.

Community center activities.

By CLARENCE ARTHUR PERRY. New York, Russell Sage Foundation (c. 1916). 127 p.

This little work treats the following topics: Civic occasions; educational occasions; entertainments; handicrafts; mental contests; neighborhood service; physical activities; social occasions; club and society meetings; voluntary classes; sample programs; publishers' names and addresses.

An introduction to experimental psychology in relation to education.

By C. W. VALENTINE. Baltimore, Warwick and York, 1916. 194 p.

This book gives an account of a number of psychological experiments that bear directly upon education and the teacher's work. They are experiments that can be carried out without much apparatus, and as of all text-books it is said to meet a long-felt and strong need. It is divided into two parts, first the experiments themselves, and second, the results and applications to school children.

Mary Astell.

By FLORENCE M. SMITH. New York, Columbia University Press, 1916. 193 p.

This study formulates the seventeenth and eighteenth century ideas on the education of women as presented to that period. The work opens with a biography, and then treats the subject's educational writings, pamphlets on marriage, her religious tracts, political pamphlets, and finally her character and influence, with a bibliography.

Vocational secondary education.

Prepared by the Committee on Vocational Education of the National Education Association. Washington Govt. Printing Office, 1916. 163 p. (Bureau of Education, Bulletin, 1916, No. 21.)

This gives first a general historic sketch, then describes types of secondary schools, descriptive analysis and illustrative examples, some ways in which it may introduce its organization, method of gathering data, difference between vocational education and guidance, proper methods of financing, general problems of vocational education.

A point scale for measuring mental ability. By ROBERT M. YERKES, JAMES W. BRIDGES, and ROSE S. HARDWICK. Baltimore, Warwick and York, 1915. 218 p.

This book is divided into five parts, with the following captions: The constitution and relations of the point scale; results of the application of the scale to normal individuals; results of the application of the scale to defective or deranged individuals; revision of the scale; the outlook.

Principles and methods of teaching. By JAMES WELTON. 2d edition. Baltimore, Warwick and York, n. d. 677 p.

This is a second edition, not much changed from the first, of a ponderous, solid, sound but not strikingly original treatment of education in general, and of each of the chief school topics in particular.

Educational survey of Wyoming. By A. C. MONAHAN and KATHERINE M. COOK. Washington, Govt. Printing Office, 1917. 120 p. (Bureau of Education, Bulletin, 1916, No. 29.)

This excellent survey, made under the direction of the Bureau of Education, begins naturally with a sketch of the history and then the present condition of education in the state, with various illustrations, especially of good and bad schoolhouses. The third section is devoted to school revenues; the fourth, to movements in other states as outlined in the recommendations for Wyoming. Finally come the recommendations. On the whole it is a succinct and excellent study.

Report of an inquiry into the administration and support of the Colorado school system. Made under the direction of the United States Commissioner of Education. Washington, Govt. Printing Office, 1917. 93 p. (Bureau of Education, Bulletin, 1917, No. 5.)

The Colorado report begins with a general sketch of Colorado and its educational system, and then in successive chapters details recommendations.

Education by life; a discussion of the problem of the school education of younger children. By various writers. Edited by HENRIETTA BROWN SMITH. 2d edition. Baltimore, Warwick and York, 1914. 211 p.

This work is the combined product of a number of minds not entirely coinciding but in general harmony with each other, in regard to what education by life is, means and can do.

Mount Vernon; Washington's home and the nation's shrine. By PAUL WILSTACH. Garden City, Doubleday, Page & Co., 1916. 301 p.

This is an elegant book of twenty-one chapters with some scores of illustrations, is of historic interest and admirably adapted for a Christmas gift.

Iwaya's fairy tales of Old Japan:—Momotaro, the story of peach-boy, tr. by HANNAH RIDDELL; *Tamanoi, the jewel spring,* tr. by FANNY B. GREENE, and other tales. Tokoyo, Bun Yo Do To Mi Ta, 1914.

This is a collection of fairy tales from Japan, printed in large type, copiously illustrated, and elegantly bound.

Educational directory, 1916-17. Washington, Govt. Printing Office, 1917. 197 p. (Bureau of Education, Bulletin, 1916, No. 43.)

The dance and life. By S. MILDRED STRAUSS. New York, 1916. 22 p.

The Granta Shakespeare. Edited by J. H. LOBBAN. Much Ado About Nothing, and The Tempest. Cambridge, University Press, 1916. 2 v.

Proceedings of the tenth annual meeting of the Association of Life Insurance Presidents. New York, December 14 and 15, 1916. 194 p.

Mortality Statistics, 1914. Department of Commerce, Bureau of the Census. Fifteenth annual report. Washington, Govt. Printing Office, 1916. 714 p.